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An attempt is made in the study presented to draw a profile of the typical "new leader" in outdoor/conservation education as reflected in programs funded under Titles I and III of the Elementary and Secondary Education Act of 1965. By means of a questionnaire personal data, academic data, and professional data were collected. These data included such items as sex, age, marital status, family background, spouse's occupation, characteristics of town or city where reared, childhood hobbies, organization membership, degrees held, college major, previous teaching experience, extra-curricular leadership, professional association membership, and philosophical position. From the data gathered a profile is drawn of the "typical" director. A copy of the questionnaire utilized in the study is contained in the appendices. (SW)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROFILE OF THE "NEW" DIRECTOR OF OUTDOOR/CONSERVATION EDUCATION

A STUDY OF THE PERSONAL, ACADEMIC AND PROFESSIONAL CHARACTERISTICS OF ADMINISTRATORS OF FEDERALLY-FUNDED OUTDOOR/CONSERVATION EDUCATION PROGRAMS.

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PERSONAL, ACADEMIC, AND PROFESSIONAL CHARACTERISTICS OF ADMINISTRATORS OF FEDERALLY FUNDED OUTDOOR/CONSERVATION EDUCATION PROGRAMS

The enactment of the Elementary and Secondary Education Act of 1965 brought a new up-surge of activity to the field of outdoor/conservation education. Of particular interest was the fact that a relatively large number of people assumed leadership roles in the programs funded by Titles I and III of the Act. It became apparent as one read project proposals and program descriptions that most of this new leadership was recruited from places other than existing outdoor education programs. Outdoor education has experienced steady but slow growth over the last twenty years; the names of leaders are known to most professionals in the field. Suddenly new names appeared.

It seemed important to the investigator to learn as much as possible about the new leadership. This study represents an attempt to draw a profile of the typical "new leader" in outdoor/conservation education as reflected in programs funded under Titles I and III of the Elementary and Secondary Education Act of 1965.

A questionnaire[1] was sent in December, 1968, to ninety (90) individuals after study of documents relating to Title III programs and after querying State Title I officials in the states and territories.[2] Thirteen (13) of the questionnaires were returned blank for the reasons cited:

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[1] Copy attached.

[2] By the nature of the two programs, Title III projects are much more readily identified than are those funded under Title I

1 -	Incorrectly identified in the literature; not an outdoor/ conservation education project
7 -	Programs which were not funded past the planning stage, and therefore, had no director.
4 -	School systems which had no federally-funded outdoor/conservation education projects.
1 -	School system in which curtailment of funds eliminated the directorship.

A total of eighty-one questionnaires were returned for a percentage of ninety (90%) or, if the thirteen (13) blank forms are discounted, there was a return of sixty-eight (68) of seventy-seven (77) questionnaires sent, for a percentage of eighty-eight per cent (88%).

FINDINGS

Most of the administrators (44) bear the title of Director, while the title, Coordinator, occurred second in frequency (6). One is titled Associate Director, and one is Acting Director.

In nine (9) school systems direction of the outdoor/ conservation education program is one of the duties of an official who does one or more other jobs. These titles are:

Director, Curriculum and Instruction (2)
Director of Elementary Education (2)
Assistant Superintendent (2)
Director, Federal Programs (1)
Administrative Assistant, Federal Program (1)
Coordinator of Grant Programs (1)

Other titles are Teacher-in-Charge (1), Supervisor (1) and Consultant (1).

SECTION I - PERSONAL DATA

Fifty-nine (59) of the respondents are male; only nine (9) are female. They average 40.69 years of age and only seven (7) are unmarried. They have an average of 2.66 children; two reported six (6).

Spouses of the Directors are typically housewives (29) and teachers (21). Two (2) are nurses and two (2) are employed in construction. No other spouse's occupation occurs more than once.

More than half of the directors (36) were reared in towns or cities of 2,500 or greater population; thirteen (13) of these in cities exceeding 50,000 in population. More individuals (18) were reared in rural farm environment than in any other population category used in this study. The following Table indicates the distribution:

TABLE I

PLACES REARED

Frequency	Place of Rearing
18	Rural Farms
5	Rural non-farm
10	1,000-2,500 Population
4	2,501-5,000 Population
7	5,001-10,000 Population
3	10,001-20,000 Population
9	20,001-50,000 Population
13	Over 50,000 Population
69*	

* One director reported having been reared in a town of 12,000 and in rural non-farm.

The directors were reared in families with an average of 3.57 children, larger than the families which they are now raising.

The outdoor and outdoor related hobbies of their childhood and youth are indicated in the following Table II:

TABLE II

HOBBIES OF CHILDHOOD AND YOUTH

Frequency	Hobby
33	Fishing
29	Camping
25	Hunting
21	Hiking
19	Scouting
18	Nature Study
15	Athletics
15	Swimming
14	Winter Sports
12	Water Sports
5	Farming
4	Back Packing
4	4-H Club work
4	Trapping
4	Riding
3	Conservation activities
2	Gardening
2	Nature Crafts

(Twenty other hobbies were listed by only one director each.)

Typically the directors did not participate in family camping during childhood and youth. Forty-three (43) reported no participation and only seven (7) recalled participating "frequently." One (1) participated "seldom" while seventeen (17) reported "occasionally."

Over one-half (38) of the respondents attended an organized children's camp. Thirty (30) directors reported no attendance. Twenty-four (24) went to Boy Scout camps, eleven (11) to church camps, six (6) to Y.M.C.A. camps, three (3) to private camps and three (3) to Girl Scout camps. Two (2) reported attending Y.W.C.A. camps. Ten (10) directors attended camps of two or more organizations.

Only seventeen (17) of the directors reported having worked in an organized children's camp as youths and only nine (9) of these participated in a counselor-in-training program. However, twenty (20) had held positions of leadership in childrens' camps at a later time. Seven (7) had served as directors of organized camps. Others held various positions such as Assistant Director, Waterfront Director, Trip Leader, Cabin Leader or Personnel Director.

Of the twenty (20) who assumed leadership roles in children's camps, only two (2) had not participated in organized camping as a child. But only seven (7) of the twenty (20) had counselor-in-training experience.

Administrators of federally funded outdoor/conservation education programs were members of a variety of outdoor-related organizations before assuming their present positions. The following Tables indicate that variety and frequency:

TABLE III

SPORTS ORIENTED ORGANIZATIONS

Frequency	Organization
5	Rod and Gun clubs
2	Ski clubs
1	Sailing clubs
1	Mountaineering clubs
1	Fly Fisherman's club
1	Hiking club
1	"River Rat" club
1	Archery club
1	National Rifle Association

TABLE IV

CONSERVATION ORIENTED ORGANIZATIONS

Frequency	Organization
5	Audubon Society
4	Local Conservation Club
3	State Conservation Association
2	State Forestry and Game Association
2	State Forestry Associations
2	Local Natural History Association
2	Izaak Walton League
2	National Wildlife Federation
1	Sierra Club
1	American Forestry Association
1	Conservation Now

TABLE V

YOUTH AGENCIES

Frequency	Organization
21	Boy Scouts of America
3	Girl Scouts of America
3	Young Men's Christian Association
3	4-H Club
1	Young Women's Christian Association
1	Rural Youth

TABLE VI

PROFESSIONAL ASSOCIATIONS

Frequency	Organization
4	American Camping Association
3	American Association for Health, Physical Education and Recreation
4	Science Teachers Association
2	Outdoor Education Association
1	Academy of Science
1	American Nature Study Society
1	Conservation Education Association
1	National Recreation Association
1	Vocational Agriculture Instructors Association

The directors were asked to write a brief statment in answer to "What in your <u>personal</u> background caused you to be interested in outdoor/conservation education as a profession?" They cited twelve (12) factors, with the environment in which they were reared occurring more than twice as often (21) as any other factor. However, no single factor influenced a majority of the respondents. An analysis of the statement yielded:

TABLE VII

FACTORS IN PERSONAL BACKGROUND

Frequency	Factor
21	Childhood environment
10	Conservation experiences
10	Personal hobbies
8	Youth agencies
7	Family
7	Teaching experience
6	Scouting
6	Individuals
5	Previous occupation
4	Organized camping
2	Other
1	Professional experiences
1	Summer employment
1	University experience

SECTION II

ACADEMIC DATA

Fifty-seven (57) of the sixty-eight (68) administrators hold a total of sixty-three (63) advanced degrees, four (4) doctorates, and fifty-nine (59) master's degrees as follows:

TABLE VIII

ADVANCED DEGREES

Frequency	Degree
18	Master of Arts
15	Master of Education
20	Master of Science
4	Master of Science in Education
1	Master of Theology
2	Doctor of Education
2	Doctor of Philosophy

Eleven (11) of the directors hold only baccalaureate degrees. Distribution of these degrees is as follows:

TABLE IX

UNDERGRADUATE DEGREES

Frequency	Degree
6	Bachelor of Science
4	Bachelor of Arts
1	Bachelor of Science in Education

More of the directors (45 or 71%) majored in Education or some specialty thereof in graduate school than in any other area. Table X details their graduate majors:

TABLE X

GRADUATE MAJORS IN EDUCATION

Frequency		Degree
Master's	Doctor's	Major
17		Education
10	1	Educational Administration
6		Physical Education
3	1	Elementary Education
2		Curriculum & Supervision
1	1	Outdoor Education
	1	Educational Foundations
1		Special Education
1		Science Education
1		Guidance
42	4	

TABLE XI

GRADUATE MAJORS IN FIELDS OTHER THAN EDUCATION

Frequency		Degree
Master's	Doctor's	Major
3		Biology
3		Zoology
2		Physics
2		Science
1		Olericulture
1		Wildlife Management
1		Chemical Engineering
1		Mathematics
1		Language
1		Recreation and Park Management
1		Philosophy
17	0	

Undergraduate majors in Science and in Education were exactly equal. Twenty-one (21) of the directors carried majors in each field:

TABLE XII

UNDERGRADUATE MAJORS IN SCIENCE

Frequency	Major
14	Biology
2	Science
2	Physical Science
1	Marine Science
1	Geology
1	Zoology
21	

TABLE VIII

UNDERGRADUATE MAJORS IN EDUCATION

Frequency	Major
9	Physical Education
6	Education
3	Elementary Education
2	Science Education
1	Health & Physical Education
21	

However, if the undergraduate majors in scientific-technological fields (9), are added to the science, proper, majors, a different picture is seen. This combination yields a total of thirty (30) or 44% of the total number of respondents.

Nine (9) of the administrators carried under-graduate majors in scientific technology.

TABLE XIV

UNDERGRADUATE MAJORS IN SCIENTIFIC TECHNOLOGY

Frequency	Major
3	Wildlife Management
2	Agriculture Education
1	Chemical Engineering
1	Agriculture
1	Poultry
1	Forestry
9	

Majors in the social sciences exactly equalled those in scientific technology. There were nine (9) as follows:

TABLE XV

UNDERGRADUATE MAJORS IN THE SOCIAL SCIENCES

Frequency	Major
2	History
2	Political Science
2	Social Science
1	Economics
1	Social Relations
1	Sociology
9	

Other undergraduate majors nine (9) spread over six (6) fields as indicated in Table XVI:

TABLE XVI

OTHER UNDERGRADUATE MAJORS

Frequency	Major
3	Mathematics
2	Speech
1	Psychology
1	Military
1	Industrial Arts
1	Business Administration
9	

Among the college-years extra curricular activities of the directors, sports and athletics engaged more than one-third (26) of the respondents. Fifteen (15) reported "none."

TABLE XVII

EXTRA-CURRICULAR ACTIVITIES IN COLLEGE

Frequency	Activity
26	Sports and athletics
15	none
10	Fraternity
7	Youth work
6	Music
6	Dramatics
5	Camping
4	Field trips
4	Agriculture club work
3	Student government
2	Debate
2	Journalism
2	Politics
2	Sailing
2	Service club work
2	Travel
1	Casting
1	Crafts
1	Drawing
1	Falconry
1	Hiking
1	Radio club

SECTION III -- PROFESSIONAL DATA

More of the directors had experience in teaching in secondary schools than at other levels. Fifty-six (56 or 82%) had some teaching experience in junior or senior high schools:

TABLE XVIII

PREVIOUS TEACHING EXPERIENCE

Frequency	Experience
28	Secondary Science
25	Elementary grades
20	Secondary subjects other than Science
9	College Teaching
8	Secondary Physical Education
2	Special Education
1	Elementary Physical Education

(Note: Twenty-five (25) of the directors had taught at more than one level.)

Coaching inter-mural and extra-mural athletics involved more than one-half (38 or 56%) of the directors while they were classroom teachers. Almost one-third served as sponsors of extra-curricular science activities, clubs and fairs. Table XIX follows:

TABLE XIX

EXTRA-CURRICULAR LEADERSHIP

Frequency	Activity Directed
38	Athletics and Sports
22	Science clubs and fairs
9	Dramatics
7	Field trips
6	Student Councils
4	Scout trips
3	Agriculture clubs
3	Camping
3	Nature Activities
3	School Patrol
2	Chess Club
2	Conservation Activities
2	Pep Club
2	Rod and Gun Club

(Note: Thirteen (13) miscellaneous activities were listed by no more than one director.)

Thirty (30) professional associations claimed the membership of one or more directors. More than half, however, were members of only two organizations: state teachers associations (45), and the National Education Association (36). Table XX, following, details the variety of professional organizations to which the respondents belonged.

TABLE XX

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

Frequency	Organization
45	State Teacher's Association
36	National Education Association
21	State Outdoor/Conservation Education Association
16	Local Teachers Association
15	National Science Teachers Association
13	American Association Health, Physical Education & Recreation
12	Conservation Education Association
12	Council on Outdoor Education and Camping
12	Educational Fraternity
7	Department of Elementary Principals
7	State Academy of Science
6	Association for Supervision and Curriculum Development
5	American Association of School Administrators
4	Association of Interpretive Naturalists
4	Local Conservation Education Associatio
3	State Association for Supervision and Curriculum Development
3	State Science Supervisors Association
2	American Federation of Teachers
2	Council for Exceptional Children
2	State Elementary Principals Association
2	State School Administrators Association

(Note: Nine (9) other organizations were listed by one director only.)

The directors were asked to indicate the organizations and agencies whose meetings they had attended. They reported attendance at one hundred eleven (111) meetings of a variety of organizations. More than

one-half (69) of the meetings attended were sponsored by organizations categorized by the investigator as "Professional Associations."

Other categories of organization were: "Science and Conservation-Oriented" (reported in Table XXI, following) and "Youth Agencies" (reported in Table XXIII, following).

TABLE XXI

MEETINGS ATTENDED: PROFESSIONAL ASSOCIATIONS

Frequency	Organization/Sponsor
17	State Outdoor/Conservation Education Organization
14	State Education Department
12	Council on Outdoor Education and Camping
10	Universities
8	National Science Teachers Association
3	State Conservation Department
2	Federal Agency
1	Council for Exceptional Children
1	National Biology Teachers Association
1	State Teachers Association
69	

TABLE XXII

MEETINGS ATTENDED: SPONSOR: SCIENCE AND CONSERVATION ORIENTED

Frequency	Organization/Sponsor
9	Conservation Education Association
7	Pinchot Institute for Conservation Studies
7	State Conservation Organizations
3	Association of Interpretive Naturalists
3	National Science Foundation
2	American Association for Advancement of Science
1	Conservation Education
1	Nature Conservancy
1	Soil Conservation District
34	

TABLE XXIII

MEETINGS ATTENDED: SPONSOR: YOUTH AGENCIES

Frequency	Organization/Sponsor
6	American Camping Association
1	4-H Clubs
1	Outward Bound
8	

Directors were asked to list what they considered "the three greatest problems in your present position." For convenience, the investigator categorized their responses into two groupings: (1) those problems primarily administrative in nature (reported in Table XXIV, following) and those primarily having to do with instruction, (reported in Table XXV, below).

TABLE XXIV

GREATEST PROBLEMS-ADMINISTRATIVE

Frequency	Problem
28	Finance
27	Securing staff
20	"Time"
14	Facilities
8	Relations with School Administrators
6	Federal/state/local relations
6	Public relations
5	Scheduling
4	Multiple assignments
2	Expanding program
2	Lag in funding
2	Materials and Equipment
1	Distances
1	Inter-Agency cooperation
1	Multi-district cooperation
1	"Paper work"

TABLE XXV

GREATEST PROBLEMS-INSTRUCTIONAL

Frequency	Problem
14	Relations with classroom teachers
11	Curriculum development
9	In-Service Education
7	Inertia of school system
4	Evaluation of program
3	Inadequate help from universities
3	Teaching methodology
1	Follow-up of outdoor teaching
1	Overcoming "recreation image"
1	Securing advice

Forty-five (45) of the directors had been employed by the school system or systems which sponsored the E.S.E.A. project before the project was begun. Thirty-four (34) of them actually wrote the proposal from which the project originated. While fifteen (15) others participated in writing the proposal but did not claim major credit.

Twenty-eight (28) of the directors entered their projects while in the Planning Grant stage, eight (8) entered in the Pilot Grant stage, while almost one-half (32) entered their projects in the Operational Grant Stage.(3)

The directors were asked to locate both their school system(s) and themselves as to educational philosophy on a five-point scale ranging from Liberal (1), through Moderate (3) to Conservative (5). Generally, the directors considered themselves more liberal than the school system(s) they serve. Table XXVI, following indicates the distribution:

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(3) Title III projects do not necessarily go through either Pilot or Planning Grant stage. Many move directly to operational status. Title I projects are normally funded at the operational level.

TABLE XXVI

DIRECTOR'S CONCEPTION OF PHILOSOPHICAL POSITION

	Liberal		Moderate		Conservative
Frequency:	(1)	(2)	(3)	(4)	(5)
Schools	10	15	24	10	6
Frequency:					
Director	19	32	13	2	0

(Note: Three (3) directors did not respond to school(s) location on scale; two (2) did not place themselves on the scale. One reacted "Lack of definition of these terms makes answer impossible." Others offered no explanation.)

"What aspects of your work have given you most satisfaction?" was posed as an "open-ended" question, to the sixty-eight (68) directors. Great stress was placed in their answers, summarized in Table XXVII, below, upon interaction of the various people involved in their projects.

TABLE XXVII

MOST SATISFYING ASPECTS OF WORK

Frequency	Aspect
27	Students' reactions
25	Working with teachers
17	Providing new experiences for students
16	Putting a plan into practice
13	Working with parents and laymen
10	Freedom to innovate
8	Contacts with people in similar programs
7	Contacts with people in own project
6	Process of curriculum development
4	Reactions of school administrators
3	Dissemination process
3	Serving deprived children
2	Resident outdoor education program
2	Teacher pupil relations
1	Changed attitude (communities) toward Federal funds
1	Intergration of subject matter
1	Number of people touched

The directors had decided opinions in answer to the question: "What elements would you like to see in a graduate program to prepare personnel for a position like yours?" Interestingly, in view of their response as to their greatest problems, the three suggestions most frequently made had to do with instruction. Eight (8) of the sixty-eight directors did not respond to the question, one commenting that, "It would take a doctoral dissertation!" Their reactions are summarized in the three following tables:

TABLE XXVIII

ELEMENTS DESIRED IN GRADUATE PROGRAM: INSTRUCTIONAL

Frequency	Element
18	Outdoor Education techniques
12	Internship in "going" program
11	Experience in field teaching
7	Curriculum development
7	Knowledge of educational materials
7	Philosophy of outdoor education
6	Integration of subject matter
6	Inter-personal relations
6	Evaluation
5	In-service methodology
5	Experience
3	School site utilization
3	Observation of other programs

TABLE XXIX

DESIRED ELEMENTS IN GRADUATE PROGRAM: ADMINISTRATIVE

Frequency	Element
10	Finance and budgeting
6	Management techniques
5	Personnel management
5	Proposal writing
4	Public relations
4	Educational administration
3	Stating educational objectives
2	Systems analysis
2	Dissemination techniques

TABLE XXX

DESIRED ELEMENTS IN GRADUATE PROGRAM: SUBJECT MATTER

Frequency	Element
8	Conservation
4	Social Sciences
3	Biology
2	Nature
2	Child Development
2	Community Sociology

(Note: Two (2) directors were highly specific, one recommending a particular university's offering, the other outlined specific courses and sequence.)

PROFILE

Of sixty-eight (68) administrators of federally-funded outdoor/conservation education programs who responded to the questionnaire, the following profile may be drawn of the "typical" director.

1. His title is likely to be "Director;"
2. He is a married male, slightly over forty years of age;
3. He is married to a woman who does not work outside the home;
4. The couple is rearing a small family, smaller than the one in which he was reared;
5. The director was reared in a town of 2,500 or more population;
6. His childhood hobbies were outdoor-oriented, fishing predominated;
7. He did not participate in family camping as a child or youth;
8. He did attend a children's camp, likely operated by Boy Scouts or a church;
9. He did not, as a youth, work in a children's camp;
10. He belonged to one or more outdoor-related organizations before assuming his present position;
11. He credits his interest in outdoor/conservation education to either the environment in which he was reared, conservation experiences he has had, or to personal hobbies.

12. He holds either a Master of Science, Master of Arts, or a Master of Education degree;

13. In graduate school, his major was some aspect of Education;

14. His undergraduate major was Science or Education;

15. If he engaged in undergraduate extra-curricular activities, his activities were sports and athletics or fraternity work;

16. His classroom teaching experiences was at the secondary school level, most likely in Science;

17. He also coached or directed athletics and/or sports;

18. He is a member of his state teachers association and of the National Education Association;

19. If he belongs to other professional associations, they might be one of a large number scattered over the spectrum of educational associations;

20. He has attended meetings devoted to outdoor/conservation education, usually sponsored by state agencies, conservation organizations, or professional associations;

21. His greatest problems are finance, personnel, "time", facilities, relations with other school personnel and curriculum development;

22. He was an employee of the sponsoring school system before his present project began;

23. He played a role in writing the proposal which initiated the project which he directs, most likely a leading role;

24. He entered his present position when the project was in the operational stage.

25. He places his school system, philosophically, as "moderate" or"moderate-liberal";

26. He places himself, philosophically, as "moderate-liberal" or "liberal";

27. His great satisfactions come from the inter-personal relations in his work;

28. He places greatest stress on "instruction" as an important element in graduate preparation for positions such as his.

APPENDICES

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ACKNOWLEDGEMENTS

The investigator appreciates the assistance in research design given to him by his collegues, Professors Oswald H. Goering, William Stark, Malcolm D. Swan, and Morris Wiener.

December 27, 1968

Dear

Since the passage of the Elementary and Secondary Education Act a large number of leaders of projects in Outdoor/Conservation Education have been appointed. Most of these people are newly assigned to the roles which they now play.

Northern Illinois University has granted me released time to make an in-depth study of these new Directors/Coordinators. The attached questionnaire represents the first step of that effort on my part.

I hope that you can spend the hour or so it will take to complete the questionnaire. I hope to complete the study in January, 1969. It will be presented at the Spring meeting of the Council on Outdoor Education and Camping. A copy of the summary will be shared with all respondents and the state education departments represented as well as with the U.S. Office of Education.

A self-addressed, stamped envelope is enclosed for your return. My sincere thanks in advance for your cooperation.

Sincerely yours,

George W. Donaldson, Professor
and Immediate Past Chairman
Council on Outdoor Education and Camping

GWD/mj

enclosures

QUESTIONNAIRE

QUESTIONNAIRE

DIRECTORS OF TITLES I & III, E.S.E.A., PROJECTS IN OUTDOOR/CONSERVATION EDUCATION

Please write below the exact title of the project which you direct:

_____

Your exact title as stated in the project proposal or in the current organization table of the Grantee.

_____

SECTION I - PERSONAL DATA

A. Your date of birth _____
Month Day Year

B. Marital Status _____ Spouse's Occupation _____

C. Number of Children _____

D. Please designate the type of area in which you were reared. (circle)

1. Urban _____ (Approximate population) 2. Town _____ (Approximate population)

3. Suburban _____ (Approximate population) 4. Rural non-farm 5. Rural farm

E. How many children, other than yourself, were there in the family in which you were reared? _____

F. Please list the outdoor and outdoor-related hobbies of your childhood and youth (up to age 21) in the space below.

_____

_____

_____

_____

G. As a child or youth (up to age 21) did you take part in family camping?_____

1. Please circle word which best describes frequency of your participation in family camping

SELDOM OCCASIONALLY FREQUENTLY

H. As a child or youth, did you attend an organized children's camp? (Day or resident)_____

1. In the space below, please provide information requested.

Camp sponsor	Number sessions attended	Length of sessions

Continued

I. As a youth, did you work in a children's camp? _____

If "YES", did you participate in "Counselor-in-training" or similar program? _____

J. List the positions of leadership you held (other than counselor), in children's camping.

Number of seasons	Title of position

K. Please list the outdoor-related organizations to which you belonged before assuming your present position.

_____
_____
_____
_____

L. In the space below, please write a brief subjective statement in answer to the following question: What in your personal background caused you to be interested in outdoor/conservation education as a profession? (Please exclude any academic experiences which may have influenced you.)

SECTION II ACADEMIC DATA

A. In the spaces below please indicate your post-high school academic background.

Degree Held	Granting Institution	Major	Minor

B. Please list below the extra-curricular activities of your college years which were of most significance to you.

_____
_____
_____
_____

SECTION III PROFESSIONAL DATA

A. In the spaces below, indicate your teaching experience

Number of years	Grade level/Subject field	Administrative/Supervisory position

Continued

B. Please list below the extra curricular activities you led or directed while a classroom teacher.

C. To what professional associations do you belong?

D. To what outdoor-related organizations (other than above) do you presently belong?

E. Have you attended meetings of any of the above specifically for purposes of assistance with your present position?

F. In the spaces provided below, please list agencies (N.S.F., N.D.E.A., state education departments, college, professional associations, etc.) whose outdoor education meetings you have attended. List in order of their significance to you.

G. Please indicate below in order of difficulty, what you consider the three greatest problems in your present position.

H. Were you employed by the Grantee (or one of the Grantees) when the project you now direct was approved? _____

I. Did you write the Proposal for the project? _____

J. Did you participate in writing the Proposal?

Continued

K. At what stage did you enter the project? (circle)

Planning Grant Pilot Grant Operational Grant Continuation Grant

L. On the five point scale below please circle the number which in your opinion best locates the school system(s) with which you work as to educational philosophy.

1	2	3	4	5
LIBERAL		MODERATE		CONSERVATIVE

M. On the scale below, please circle the number which best locates your own philosophical position.

1	2	3	4	5
LIBERAL		MODERATE		CONSERVATIVE

N. What aspects of your work have given you most satisfaction?

O. What elements would you like to see in a graduate program to prepare personnel for a position like yours? (use other side if needed)

SIGNATURE (not required)_____

GWD/mjs
1968